



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – UK (ENGLAND)

1. ACCESS, PROCEDURES AND PARTICIPATION

Key principles

- 1.1 Provision that is available and affordable to all families and their children.
- 1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Guiding questions	Country response
<p><i>Legislation and policy at national level</i></p> <p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision?</p>	<p>There is no period of compulsory ECE before school starts. Currently all 3- and 4-year olds are entitled to 570 hours of free early education over a period of no fewer than 38 weeks of the year. This translates to 15 hours per week during the school term. The date from which claims can be made will depend on when a child’s third birthday is. Children are entitled to government funded early education until they reach compulsory school age (the beginning of the term following their fifth birthday).</p> <p>Some 2-year olds are also entitled to the 15 hours of free education and children are entitled to a place if they have a statement of special educational needs, an Education, Health and Care (EHC) plan (for those with more severe special educational needs or disabilities (SEND)), or get Disability Living Allowance. The full list of eligibility criteria for this entitlement can be found at https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds.</p> <p>From September 2017, the extended free childcare entitlement for working parents of 3- and 4-year olds will provide eligible parents with a total of 1,140 hours of free childcare per year, the equivalent of 30 hours of free childcare per week over 38 weeks.</p> <p>The additional hours will be available to families where both parents are working (or the sole parent is working in a lone parent family), with each parent earning a</p>



Guiding questions	Country response
<p>Is there a policy making ECE accessible to all children?</p> <p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p>minimum weekly equivalent to 16 hours at national minimum wage or living wage (from April 2016, the national living wage will come into force for workers aged 25 and older but the minimum wage will still apply for workers aged 24 and under).</p> <p>From September 2016, the 30 hours extended entitlement will be rolled out in certain areas, to test market innovation and flexibility of provision, including the access available to those children with SEND. One of the criteria to become an early implementer (Local Authorities testing out the extended entitlement) is to clearly demonstrate how the needs of children with SEND will be met.</p> <p>Local authorities are required by law to secure free entitlement places for parents that want their child to take them up. The Children and Families Act 2014 requires local authorities to have a 'local offer' which includes a statement on how they intend to tailor the childcare on offer for SEND children. Local authorities have a duty to ensure sufficient childcare in their area. There is not a place for a 'disabled child' and a place for a 'non-disabled child'; local authorities must ensure that there is sufficient childcare for all.</p> <p>There are no nationally agreed arrangements in place for transition from home to ECE and from ECE to primary education for all children, but this is something that many local authorities choose to do as part of their local support.</p> <p>All early years providers are required to have arrangements in place to identify and support all children, including those with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the Early Years Foundation Stage (EYFS) Framework 2014. The EYFS sets standards for the learning, development and care of children from birth to 5 years old.</p> <p>All providers of early years education which receive government funding (which includes providers in the</p>



Guiding questions	Country response
	<p>maintained, private and voluntary sectors) are required to have regard to the 0—25 Special Educational Needs and Disability Code of Practice (which is underpinned by the Children and Families Act). Local authorities must ensure that providers are aware of the requirements with regard to the Code and to meet the needs of children with SEN and disabilities. Early years providers must provide information for parents on how they support children with SEND and should regularly review and evaluate the quality and breadth of the support they can offer.</p> <p>All early years providers must ensure they meet their duties under the Equality Act 2010 when securing early education places. They must not discriminate against, harass or victimise on the grounds of disability and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.</p> <p>Support for children with SEND should include planning and preparing for transition, before a child moves to another setting or school. Early Years providers are expected to share information with the receiving setting/school, and discuss with parents what information should be shared.</p>
<p><i>Practice at national level</i></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none">• 3 years• 4 years• 5 years (if not primary)• 6 years (if not	<p>In January 2015, 96% of 3- and 4-year-old children benefitted from funded early education places (Provision for children under 5 years of age, January 2015: https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2015).</p> <p>There were 4,460 3- and 4-year olds benefitting from funded early education places in special schools in January 2015 (Provision for children under 5 years of age, January 2015: https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2015).</p> <p>In January 2015, 6.1% of 3- and 4-year olds benefitting</p>



Guiding questions	Country response
<p>primary)?</p> <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?</p> <p>5. What proportion of children is formally identified as having additional needs at:</p> <ul style="list-style-type: none">• 3 years• 4 years• 5 years• 6 years	<p>from funded early education were identified with Special Educational Needs (SEN) (Provision for children under 5 years of age, January 2015: https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2015).</p> <p>Local authorities and health commissioners are required to make joint commissioning arrangements for education, health and social care provision for children and young people with SEND.</p> <p>Health and Wellbeing Boards are required to develop Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies to support prevention, identification, assessment and early intervention of SEND and a joined-up approach for their local area.</p>



2. WORKFORCE

Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>The qualifications an individual holds determine what level they can operate in the workforce for the purpose of ratios, and can impact on the nature of the role they hold. The EYFS sets out the qualification requirements for staff.</p> <p>To count in the ratios, staff must hold:</p> <ul style="list-style-type: none"> – Teachers: Early Years Teacher Status (EYTS)/Early Years Professional Status (EYPS) or Qualified Teacher Status (QTS). Early years teachers are required to hold QTS in maintained settings. Those with EYTS/EYPS cannot lead teaching in maintained settings, and can only lead teaching in private settings, academies and free schools. Settings are not required to employ a teacher with EYTS/EYPS or QTS unless it is stated in the EYFS. – Other staff: <ul style="list-style-type: none"> ○ Level 2 qualifications – Government sets qualification requirements but not criteria; ○ Level 3 qualifications (A Level standard) – Government sets qualification requirements. Since 2014, staff at level 3 are required to hold an Early Years Educator qualification. The National College of Teaching and Leadership sets the criteria for this qualification. <p>Staff can work in a setting without a qualification as volunteers or with other levels of qualifications, e.g. level 4 or level 5.</p>



Guiding questions	Country response
<ul style="list-style-type: none">• for teachers?• for other staff? <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none">• for teachers?• for other staff?	<p>All providers working with children from birth to 5 years old must follow the regulations on qualified staff to child ratios which are set out in the EYFS. The staff to child ratios can be found in the following link: https://www.gov.uk/guidance/early-years-qualifications-finder.</p> <p>All early years providers have duties as employers under the Equality Act 2010 with regard to people with disabilities.</p> <p>Maintained nursery schools and other maintained provisions (those which are controlled by the local authority) must designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEN co-ordinator, or SENCo).</p> <p>Most local authorities have an Area SENCo whose role is to give additional support to early years settings that need it.</p> <p>Individuals gaining EYTS through Early Years Initial Teacher Training routes must meet the Teachers' Standards (early years). They must adapt the education and care they provide in order to respond to the needs of all children.</p> <p>Standards are set for the early years workforce to work with parents in the Level 3 Early Years Educator criteria and Teachers' Standards (early years). They are required to:</p> <ul style="list-style-type: none">– forge positive professional relationships and work with parents and/or carers in the best interests of babies and children;– understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development. <p>Standards are set in the statutory EYFS framework which all providers must follow:</p> <ul style="list-style-type: none">– partnership working between practitioners and



Guiding questions	Country response
	<p>with parents and/or carers;</p> <ul style="list-style-type: none">– the key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate. <p>In-service training for qualifications can be delivered by early years providers as long as they are accredited to do so. This can include the training of early years teachers (EYTS and QTS) or other levels such as the Early Years Educator at level 3 (A level standard).</p> <p>The Early Years Educator qualification criteria must be used when delivering that qualification.</p> <p>All teacher training (early years, primary and secondary) can be delivered through an employment-based route but this is restricted to certain settings.</p> <p>The responsibility for workforce continuous professional development training lies with early years providers and local authorities.</p>
<p><i>Practice at national level</i></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none">• for teachers?• for other staff? <p>2. Please describe any proposed changes to the required qualifications.</p> <p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p>	<p>The 2013 Childcare and Early Years Provider Survey showed that:</p> <ul style="list-style-type: none">– between 2008 and 2013, the proportion of full day-care staff with at least a level 3 qualification grew from 75 to 87%;– child-minders also saw further increases in qualification levels in 2013, with 66% qualified at level 3 (compared to 44% in 2008);– the proportion of full day-care staff with a level 6 or higher increased from 5% to 13%. <p>In January 2015, 41% of providers with 3- and 4-year olds benefitting from funded early education had staff with QTS/EYTS/EYPS (Provision for children under 5 years of age, January 2015: https://www.gov.uk/government/statistics/provision-for-</p>



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<p>4. Provide any data on staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE settings?</p> <p>7. Describe the role of support assistants in the ECE setting?</p>	<p>children-under-5-years-of-age-january-2015).</p> <p>Some data was collected in the 2013 Providers Survey on staff-child ratios, however this covered 2-year olds only, not the older ages mentioned here (2013 Providers Survey: https://www.gov.uk/government/statistics/childcare-and-early-years-providers-survey-2013).</p> <p>During the recent Childcare Bill, it was announced that the qualification requirements and ratios in the EYFS would not be changed.</p> <p>Providers may involve appropriate specialists when a child makes less progress than expected. For example, they may choose to involve health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers. Portage is a home-visiting educational service for pre-primary aged children with additional support needs and their families. It supports the development of play and communication and helps parents identify and plan goals for their child’s learning and participation. The decision to involve specialists should be taken with the child’s parents.</p> <p>It is up to the setting or school how they set the roles of their staff, from manager to support assistant. It is also up to settings and schools if they chose to collaborate. Central government is currently looking at ways to encourage partnership working going forward.</p>



3. CURRICULUM

Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual children?</p> <p>7. Is there awareness of the impact of labelling on children's participation</p>	<p>As described earlier, the majority of 3- and 4-year olds, and many younger children, attend some form of early years provision. The Early Years Foundation Stage framework sets the standards that all Ofsted-registered early years providers and schools offering early years provision must meet to ensure that children learn and develop well and are kept healthy and safe. This includes on-going assessment of children's progress. Early years providers and educational settings should have arrangements in place that include a clear approach to assessing and responding to SEN. This should be part of the setting's overall approach to monitoring the progress and development of all children.</p>



Guiding questions	Country response
<p><i>Practice at national level</i></p> <p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children's functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p> <p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and learning?</p>	<p>In assessing the progress of children in the early years, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across seven areas of learning:</p> <ul style="list-style-type: none"> – communication and language; – physical development; – personal, social and emotional development; – literacy; – mathematics; – understanding of the world; – expressive arts and design. <p>Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.</p> <p>Children learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children and activities led or guided by adults.</p> <p>As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning in compulsory education.</p> <p>In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.</p> <p>The EYFS includes an early learning goal on technology within the 'understanding of the world' learning area: 'Children recognise that a range of technology is used in places such as homes and schools. They select and use</p>



Guiding questions	Country response
<p>9. What provisions are there for meeting children's additional needs?</p> <p>10. How is the environment adapted to the needs of all children?</p>	<p>technology for particular purposes.' Supporting non-statutory guidance, 'Development Matters' suggests that a child between 40 and 60 months should be able to:</p> <ul style="list-style-type: none">– complete a simple program on a computer;– use ICT hardware to interact with age-appropriate computer software. <p>There is no specific guidance on how ICT can be used to overcome barriers to participation and learning, however inclusive use of ICT is widely promoted in the UK through special interest groups, conferences and awards, such as Nasen (http://www.nasen.org.uk) and BETT show (http://www.bettshow.com).</p> <p>The EYFS recognises that assessment plays an important part in helping parents, carers and practitioners recognise children's progress, understand their needs and plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.</p> <p>The EYFS framework includes two specific points for providing written assessments for parents and other professionals, one when the child is two and one at the end of the reception year, which are detailed below.</p> <p>When a child is aged between two and three, early years practitioners must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as,</p>



Guiding questions	Country response
	<p>for example, the setting's SENCo or the Area SENCo, as appropriate.</p> <p>It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.</p> <p>Health visitors currently check children's physical development milestones between the ages of two and three as part of the universal Healthy Child Programme. Since September 2015, local areas have been expected to integrate health and education child development reviews (shared with parents) under this programme in order to:</p> <ul style="list-style-type: none">– identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development;– enable appropriate intervention and support for children and their families where progress is less than expected;– generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes. <p>The assessment process for 5-year-old children at the end of reception is currently being reviewed.</p>



4. EVALUATION AND MONITORING

Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>In terms of children with SEND, independent inspection by Ofsted and the Care Quality Commission (CQC) of local area effectiveness in fulfilling their SEND obligations will begin in May 2016. All local areas will be inspected over a five-year period. The inspection covers both local authorities and their health partners. Inspection will look at effective identification of need, effectiveness in meeting needs and local arrangements to achieve better identification and outcomes. This will include the full age range of those covered by the system for children and young people with SEND, i.e. from 0 to 25.</p> <p>Ofsted also inspects all registered early years and childcare providers over a four-year cycle. Providers are judged on a scale of:</p> <ul style="list-style-type: none"> – Outstanding – Good – Requires Improvement – Inadequate. <p>As of December 2015, 85% of Early Years Registered providers were judged either ‘good’ or ‘outstanding’.</p> <p>If any provision which has had two consecutive inspections judged inadequate is judged inadequate at a subsequent third inspection, Ofsted will consider taking steps to cancel their registration.</p> <p>Ofsted also conduct random inspections based on assessment of risk. These can arise, for example, from complaints about providers or changes in circumstances, such as location and ownership. The inspection process is</p>



Guiding questions	Country response
	based on how well providers apply the principles of the Early Years Foundation Stage (as described earlier).
<p><i>Practice at national level</i></p> <p>1. How do staff monitor and evaluate the participation and learning of all children?</p> <p>2. How are parents involved in this process?</p> <p>3. How are children themselves involved in this process?</p>	<p>There are no examinations for children in early years, but on-going formative assessments play an integral part in the learning and development process. Staff are required to monitor children’s progress against the expected learning goals in the EYFS.</p> <p>As part of the inspection process, Ofsted inspectors will gather evidence of teaching and learning by:</p> <ul style="list-style-type: none">– directly observing the children at play;– talking to the children and practitioners about the activities provided;– observing the interactions between practitioners and children. <p>Wherever possible, the inspector must seek the views of parents during the inspection, including any parents who ask to speak to them.</p>



5. GOVERNANCE AND FUNDING

Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>ECE provision falls under the Department for Education.</p> <p>As described earlier, local authorities along with health commissioners must make joint commissioning arrangements for education, health and social care provision for children and young people with SEND.</p> <p>Health and Wellbeing Boards are required to develop Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies to support prevention, identification, assessment and early intervention and a joined-up approach for their local area.</p> <p>Currently all 3- and 4-year olds are entitled to 570 hours of free early education or childcare per year. This is usually taken as 15 hours a week for 38 weeks. The date from which claims can be made will depend on when a child’s third birthday is as the entitlement begins in the term following their third birthday.</p> <p>Local authorities receive funding for early education places from central government and are responsible for setting the rate at which they fund places. They are required to fund places through an early years single funding formula which helps to make funding fairer and more transparent, but does not mean that all providers are funded at the same level.</p> <p>The Children and Families Act 2014 introduced a new Education, Health and Care (EHC) needs assessment and plan which replaced statutory assessments, statements</p>



Guiding questions	Country response
	<p>and Learning Difficulty Assessments (LDAs).</p> <p>The EHC plan aims to ensure that children’s needs are assessed in a joined-up way across education, health and social care services.</p> <p>Local authorities have flexibility over how they support and/or fund children with SEND in the early years, including children with and without EHC plans or statements of SEN.</p> <p>Some local authorities fund provision for children with SEND through their early years budget allocation, some through their high needs budget allocation and some through a combination or other local authority funding. This is a local decision.</p> <p>Most EHC plans and statements do not specify how much funding is required, although they do specify the services to be provided to support the child.</p>
<p><i>Practice at national level</i></p> <p>1. How far does the standard of ECE provision vary across regions and localities?</p> <p>2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p> <p>3. What proportion of children (3 years to primary education) make use of additional funding?</p> <p>4. How well does additional funding</p>	<p>There is variation in respect of performance across local authorities, health and social care services in implementing the new SEND duties introduced through the Children and Families Act 2014 and it will take time for them to fully bed in.</p> <p>Progress is being monitored in a number of ways: through annual data collections; termly surveys of local authorities and Parent Carer Forums; feedback from funded voluntary sector organisations and through the Ofsted/CQC inspections that will start in May 2016.</p> <p>Most EHC plans and statements do not specify how much funding is required, although they do specify the services to be provided to support the child.</p> <p>In January 2015 there were 9,038 3- and 4-year olds with a statement or EHC plan, which is 0.7% of all 3- and 4-year olds in receipt of funded Early Years education (Additional tables: SFR20/2015 of the SFR Provision for children under 5 years of age, January 2015).</p>



Guiding questions	Country response
support inclusive education?	